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ABSTRACT

This document describes a partnership program for administrator training that the Davis (Utah) School District has established with the College of Education at Utah State University. This program was initiated because of the district's anticipated need for a large number of new administrators, coupled with the availability of numerous top teachers for administrative training and the preference of the district for administrators who are attuned to the local culture and district philosophy. It also served the needs of the university for greater exposure to public school systems, and it provided them with an effective way to revise their curriculum. In developing the model for the program, the first step was to review the administrative/supervisory curriculum in order to determine which courses should be strictly preservice and which could be either preservice or inservice courses. The latter courses were completely revised by teams consisting of university and school district personnel, so that they could be delivered in discrete modules to working staff. Admission requirements and program costs are discussed, and tables are interspersed throughout the text to illustrate the structure of the preservice and inservice curricula. (TE)

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ADMINISTRATOR INSERVICE: DESIGNING, DEVELOPING, AND DELIVERING
A UNIQUE INSTITUTION OF HIGHER EDUCATION (IHE),
LOCAL EDUCATION AGENCY (LEA), PARTNERSHIP PROGRAM

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ADMINISTRATOR IN-SERVICE: DESIGNING, DEVELOPING, AND DELIVERING A
UNIQUE INSTITUTION OF HIGHER EDUCATION (IHE), LOCAL EDUCATION AGENCY
(LEA) PARTNERSHIP PROGRAM

Like most public school districts in the country, Davis School District in northern Utah has had a limited administrative turnover during the past ten years. With the limited turnover, in-service has been a critical need. This need has been met over the years by District in-service consultants and university courses. The steadfast administrator has received instruction in every administrative function. The finale of this in-service era presented intensive training in stress management and burnout. This emphasis of in-service training during the past ten years has been effective and has braced up the administrator for his or her challenging task. However, as Davis School District projects into the future, they envision an entirely new era and a new set of challenges. Within two years they will see the generation of principals and administrators who have reflected no turnover retire en masse. Some twenty administrators will need replacements in the next two years. The emphasis must now shift from in-service to pre-service.

Davis School District is located in the north central part of Utah. The southern border embraces the suburbs of Salt Lake City while the northern boundary touches Utah's second largest city of Ogden. Davis School District is Utah's third largest school system with seven high schools, 14 middle or junior high schools and 53 elementary schools. There are 150 administrators. Davis School District is heavily impacted by Hill Air Force Base, one of the nation's major Air Force bases. It's growth is moderate and because of it's outstanding management team, the District has progressive programs housed in mostly new school buildings. Davis School District has a history of looking

ahead. Their dynamic and enthusiastic in-service coordinator, Dr. Betty Ashbaker, has made a detailed and accurate analysis of the administrative problems they are facing in the near future. To skillfully solve these problems, Dr. Ashbaker has brought about a new kind of partnership between her school district and higher education through a new kind of relationship with Utah State University.

Utah State University, located in Logan, Utah, is a land grant university with approximately 10,000 students. It has seven colleges, one of which is the College of Education. The College of Education has the responsibility of an administrative endorsement program. Through this program, approximately 30 to 40 administrators are endorsed yearly. It was this program that Dr. Ashbaker sought to solve her administrative problems.

Through extended discussions between the School District and Utah State University several problems and needs of the District were the center of concentration.

1. Davis School District would need large numbers of administrators in the next few years.
2. Within a district the size of Davis there are numerous top teachers with the potential of becoming administrators who were not being trained.
3. To hire the number of administrators needed in the next few years from outside the District would be difficult to draw top candidates.
4. Davis School District wants administrators who are attuned to the local culture and adapt to the District's philosophy.
5. A comprehensive in-service program must be maintained by the District.

These discussions also brought to light many of the university needs and problems.

1. Utah State University is in need of becoming closer to the public school system.
2. Many of the course curriculums in the Utah State University administrative program were in need of revision with content more related to the needs of the contemporary public school system.

This combination of needs from both agencies created a partnership which is beneficial to all concerned. Through a cooperative effort, a pilot program was developed. The goals of the program would be to solve these problems.

Developing the Model

To begin developing the model the first step was to review the entire curriculum in the Administrative/Supervisory program (see Table I). The purpose of the review was to determine which courses would serve only as pre-service and which courses could be used as both pre-service and in-service courses. All of those on the planning committee were sure that by revising certain courses in the curriculum, most of the in-service needs of the district could be met. This would allow certain courses to serve a dual purpose, pre-service and in-service. This also created an unusual situation. The administrative trainees would be in some of the same courses as experienced principals. This was considered a beneficial mix. By using this mix, there is a natural situation for mentoring.

From the twelve courses in the administration program, five courses were selected to be used as pre-service/in-service courses. See Table II.

TABLE I - ADMINISTRATIVE SUPERVISORY ENDORSEMENT PROGRAM

Education 608	The Principalship
Education 654	Organization and Control
Education 674	Legal Aspects
Education 750	School Finance
Education 633	Internship
Education 610	Theories of Supervision
Education 710	Practices of Supervision
El Education 615	Foundations of Curriculum Development Designated-Pre-service, In-service
Sec Education 615	Foundations of Curriculum Development Designated Pre-service, In-service
Psychology 666	Principals of Learning
Education 666	Res. for Classroom Teachers
Special Ed 656	Legal Aspects of Special Ed

TABLE II. COURSES SELECTED TO PRE-SERVICE
IN-SERVICE COURSES

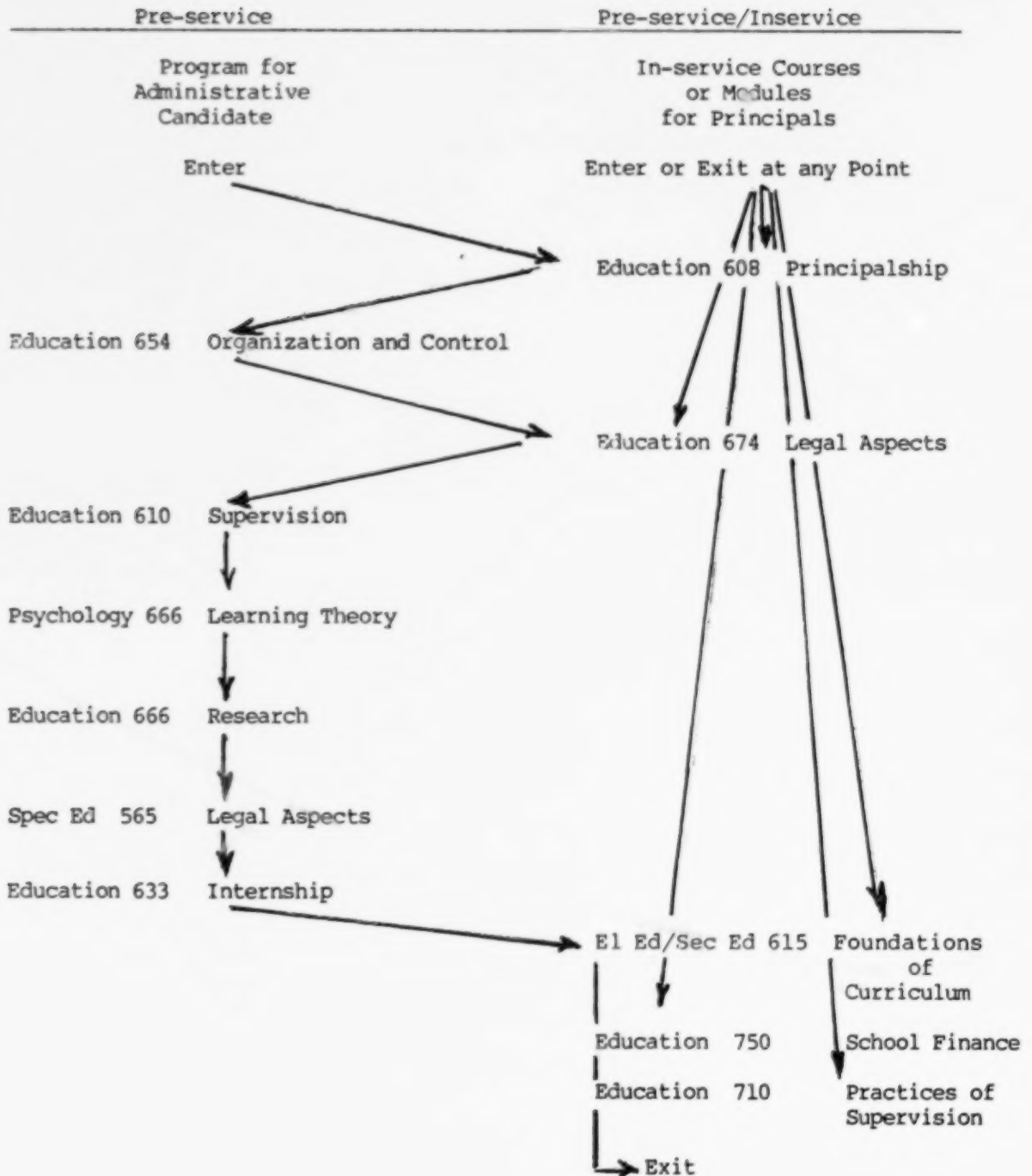
Education 608	The Principalship
Education 674	Legal Aspects
Education 750	School Finance
Education 710	Practices of Supervision
Special Education 656	Special Education and the Administrator

These courses were selected on the basis of the changes in schools and society that make them almost obsolete on a quarterly basis.

All the other courses stayed in tact except the five chosen for in-service/pre-service. This decision was made on the basis that some were theoretical courses with a much slower change rate.

The resulting model is illustrated in Table III.

TABLE III - THE MODEL



Revising the Curriculum

The courses designated as pre-service/in-service were completely revised. For this revision teams were established. Each team consisted of both university and Davis School District personnel. The team members were selected on the basis of their strength. The university professor who is responsible for the course served as the team leader. A breakdown of team members as they relate to each course can be found on Table IV.

During the revision one goal was kept in mind. These courses would be the main source of in-service for the district. It was imperative that the courses be current in every respect. A second consideration was that the program should be developed in modules. The module approach provides flexibility. This enables one to use a single module for a three hour workshop or two modules for a one day workshop, or the modules together can be delivered as a course.

The teams have met during the summer and into fall quarter developing the courses. The teams are not perceived as one time affairs but rather on-going committees to continually evaluate the courses. The curriculum meetings provoked a great deal of debate and a lot of give and take. In many cases the university professor had to give up his ivory tower approach to the subject matter and enter the real world of the school. Examples of course content and major modules can be found in Table V.

TABLE IV - ASSIGNING CURRICULUM DEVELOPMENT TEAMS

<u>Course</u>	<u>University Personnel</u>	<u>Davis School District Personnel</u>
Education 608 The Principalship	Regular Instructor Graduate Student who had taken the course	Principal Curriculum Director Assistant Superintendent
Education 750 School Finance	Regular Instructor	Superintendent
Special Education 656 Special Education and the Administrator	Regular Instructor	District Director of Special Ed. Principal
Education 750 Practices in Supervision	Regular Instructor	Director of In-Service Principal Subject Area Specialists
Education 615	Regular Instructor	Curriculum Director Principal Subject Area Specialists

TABLE V. EXAMPLES OF MODULAR TOPICS

EDUCATION 608 - THE PRINCIPALSHIP

Module #1	Stress Management
Module #2	A New Look at Public Relations
Module #3	Evaluation (Formative and Summation)
Module #4	Leadership Principles
Module #5	Computers as a Management Tool

SPECIAL EDUCATION 656 - THE ADMINISTRATION OF SPECIAL EDUCATION

Module #1	Staff In-service
Module #2	Facility Planning
Module #3	Evaluating Computer Software
Module #4	Computer Use

Selecting the Applicants

In selecting the applicants, two goals were important. The first goal was to draw the top candidates. The second goal was to give everyone who was eligible the opportunity to apply. Both goals were accomplished.

A request for applicants was sent out throughout the District. Forty teachers responded. The applications were sent to the university and were presented to the university admissions committee. The criteria for admission remained unchanged for the project.

ADMISSION REQUIREMENTS

Candidates seeking admission into the program leading to the Administrative/Supervisory Endorsement must:

1. Complete endorsement program admission application forms obtained from the ASE Program Coordinator, Education, 312G, UMC 28, Utah State University, Logan, Utah 84322.
2. Hold or be eligible to hold a Utah Basic Professional or Professional teaching certificate with an elementary, middle, secondary or special education endorsement.
3. Be eligible for matriculation in an approved graduate program at Utah State University.
4. Have completed:
 1. a master's degree or
 2. a minimum of 27 quarter hours in an approved master degree program and have been advanced to candidacy status.

5. Obtain three letters of recommendation. One letter should be from a superintendent or other central office administrator or supervisor, one from a principal and one from a college or university professor attesting to the candidate's qualifications and/or potential to become an administrator/supervisor in the public schools.

Of the forty applicants who applied, five could not meet the criteria. Five others did not pursue admission after the initial application for various reasons. This left a cadre of thirty top potential administrators in the program. (A point of interest is that 70% of those who applied and qualified were women).

All of the screening of the candidates was done by the university admission committee.

The classes are delivered on site in the Davis School District. The classes are to be delivered on a two year basis. This will complete the two year program for thirty participants and each will have an administrative/supervisory endorsement. The schedule on Table VI illustrates the two year schedule.

TABLE VI - SCHEDULE OF CLASSES

	<u>PRE-SERVICE</u>	<u>PRE-SERVICE/IN-SERVICE</u>
Fall 1984 -	Education 654 Organization and Control	Education 608 The Principalship
		Education 750 School Finance
Winter 1985 -	Education 666 Educational Research Education 610 Theory of Supervision	Special Ed 656 Administration & Sp Ed
Spring 1985 -	Psychology 666 Learning Theory	Education 615 Curriculum Foundations
Summer 1985 -		Education 710 Practices in Supervision
		Education 615 Curriculum Foundation
		Special Ed 656 Administration & Sp Ed
		Ed 750 School Finance
		Education 674 Legal Aspects
Fall - 1985	Special Ed 565 Legal Aspects	Education 608 The Principalship
	Secondary Methods Elective	Education 750 School Finance
Winter-1986	Secondary Methods Elective Elementary Methods Elective	Special Ed 656 Administration & Sp Ed
Spring-1986	Elementary Methods Elective Elective	Education 615 Curriculum Foundation

Table VI has a pre-service/in-service class scheduled each quarter with continuous repeats. This is done to accommodate busy people and gives them several options. In one year's time the principals have available to them fifty in-service options if they take the single module approach.

Classes are held every Tuesday, Wednesday and Thursday nights. Most of the applicants are now enrolled in the one pre-service course held each week. The pre-service/in-service courses are made up of some candidates and some present principals. It was found that many of the potential administrators were serving during their "out-of-school hours" as leaders in civic and religious organizations. Because of this they are finding the options very convenient.

Cost of the Program

The cost of this program has been minimal, unlike most programs that require huge grants or a large amount of financing, we estimate this program will cost an average of \$5,000 a year above and beyond the regular instructional cost. The costs that are occurring are in the form of stipends to encourage curriculum development teams to work on Saturdays or evening hours.

The students pay their own tuition for the courses with the exception of the principals who take the in-service modules. If a principal takes an entire course, his tuition is paid by the District. The courses are delivered through the Utah State University Extension who pays all instructional costs.

Although there are no grants covering the project, the model seems to be handled very well with financing from the School District and through department funds at the university.

SUMMARY

The Utah State University partnership program set out to accomplish the following needs:

1. Train teachers who had administrative potential to become the future administrators of the Davis School District.
2. Provide in-service for the present administrative staff.
3. To provide Utah State University with greater exposure to the public school systems.
4. To provide Utah State University with an effective way of revising their curriculum.

The project has been implemented and a review of the Administrative/Supervisory Endorsement was made. Courses were selected for both pre-service and in-service. The curriculum was revised on all the in-service/pre-service courses. Candidates were selected for the project and they are now in training.

The project has served a renewal for both the school district and the College of Education. The project has lifted the morale of those teachers who have wanted to progress but could not find a means to do so. It has provided the university staff with a chance to mix with the public school personnel and get new insight in both their curriculum and teaching methodology.

The project is moving forward with a great deal of enthusiasm. Many staff members in both agencies have had to change their priorities but maybe that's not so bad.